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ABSTRACT

This report presents an evaluation of the in-service workshop for elementary teachers operated by the Clarion School District, Pennsylvania, under the 1971-72 ESEA Title III project. Four chapters cover an overview of the program, consultants in the in-service program, in-service evaluation collection of data, and an analysis of data. Appendixes include letters to parents, in-service evaluation questionnaire, and an interview guide. (MJM)

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INSERVICE EVALUATION REPORT

CLARION AREA SCHOOL DISTRICT TITLE III PROJECT

ELEMENTARY - SECONDARY EDUCATION ACT

1971-72

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DEVELOPING A FLEXIBLE CURRICULUM

PROJECT NO. 71025

Clarion Area School District

Clarion, Pennsylvania 16214

Paul Kapp
Project Director

Charles J. Moore
Elementary Principal

Herbert E. Schneider
Superintendent

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INSERVICE EVALUATION REPORT
CLARION AREA SCHOOL DISTRICT
1971-72 ESEA TITLE III PROJECT

An Evaluation of the Inservice Workshop for Elementary Teachers. Project No. 71025 Operated by Clarion Area School District. This report has been prepared by the Educational Development Center, Research-Learning Center, John McLain, Director.

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Clarion, Pennsylvania 16214
October, 1971

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This report was typed by Miss Carol Nick and assembled by the secretarial staff of the Research-Learning Center.

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CHAPTER I

THE 1971 CLARION AREA SCHOOL DISTRICT TITLE III PROGRAM

This report presents a description of the Title III inservice workshop. It was the intent of the writer to collect and present information for the consumption of teachers, administrators and school board members of the district for the purpose of establishing an evaluation feedback to support educational planning and decision-making, particularly as it relates to the Title III project.

Developing a Flexible Curriculum

National attention is being given to the urgent need to make the curriculum more relevant to the needs of the learner and our society. In order to give impetus to and to facilitate flexibility in the curriculum, the State Board of Education of Pennsylvania adopted General Curriculum Regulations designed to "delegate to a Board of School Directors the greatest possible flexibility in curriculum planning consistent with a high quality of education for every pupil in the Commonwealth." The tremendous opportunity for curriculum development under these policies was called to the attention of the EDC directors by John Kennedy and George Sauers at a staff meeting. The EDC staff at Clarion State College, which is already working on the development of the Flexible All-Year School, decided that the Curriculum Regulations provided a logical and orderly base upon which to develop the structure needed for the Flexible All-Year School.

The idea of this project was proposed independently and almost simultaneously by the superintendent, the chairman of the school board and the president of the local teachers association. A series of meetings was held with teachers, administrators, students, school boards, parents, representatives of Immaculate Conception School, the EDC staff, Research-Learning Center staff, College Admissions staff, the director and staff of Intermediate Unit #6, chief school administrators of adjacent school districts, personnel director of Owens-Illinois Glass Company (the major employer in Clarion) and others. All concurred that this was a major and significant thrust the local school should undertake. A staff meeting of all elementary teachers was called to discuss this as a basic need. All concurred and agreed that Clarion should undertake such a project.

A number of school districts in the state and nation are providing individualized instruction, mini-courses, team teaching and other techniques for providing greater flexibility in the curriculum. Individualized reading programs based on self-selection are especially strong at State College, Pennsylvania, Akron, Ohio, Syracuse, New York, and Burlington, Vermont.

The Research-Learning Center and the Educational Development Center at Clarion State College are developing related programs which will involve Clarion Area students. It seems logical and feasible that the Clarion Area Schools add their resources to the undertaking. Each should strengthen the other and in turn reap a greater benefit through this cooperation. The publicity already given to the college activities helped develop a local awareness and attitude of acceptability of the project.

The various groups or representatives of the community and staff who were involved included (a) the EDC staff, (b) the Research-Learning Center staff, (c) the Clarion State College Admissions staff, (d) the School Board, (e) the president of the Clarion Teachers Association, (f) the Clarion County Committee on Children and Youth (composed of youth and adults), (g) the personnel director of Owens-Illinois Glass Company, (h) the total elementary staff, and others. The proposal provides for an operational pilot program the first year at the elementary level in grades K-6, one classroom per grade level. Students for the pilot program will be selected from volunteers. To accomplish this, letters were sent to all the parents of elementary pupils. (See Appendix A - Letter to Parents.) A year of planning and development at the secondary level will be necessary before major changes in the curriculum or teaching techniques are expected.

The proposed activity is designed to (a) establish a closer working relationship among teachers, (b) establish an operational process for curriculum change, and (c) provide considerable flexibility in the curriculum through individualized instruction, giving the student a wider range of options in his process of study and his academic pursuits.

Objectives of the Program

The major objectives of the proposal are:

Common Goal: To work together as a team for a common goal based on the concepts which value the dignity of man and nurture individual potential through greater options for educational experiences.

Process of Change: To establish and agree to use a process for change that is (a) open to new ideas for change (from whatever

the source), (b) fair to those who would be affected by the proposed change(s), (c) based on (1) need for change, (2) realistic consideration of constraints and limitations, and (3) the potential for effecting improvement.

Process for Increasing Individualization of Instruction: To modify the instructional program so that each student will have a wider range of options in terms of (a) what he studies, (b) how he studies or seeks solutions to problems, (c) the rate at which he is expected to progress in any area of study, (d) when he studies a specific topic or subject area, (e) where he studies.

Environmental Conditions for Learning: To establish a school and classroom environment in which each individual learner (a) is on the "growing edges of learning" with frequent opportunities to experience new ideas, new situations, new challenges, new responsibilities, new opportunities, (b) is accepted (feels wanted, loved) by his peers, teachers, and others in school, (c) is successful in his pursuit of learning experience and learns to expect to be successful, and (d) feels that the learning experiences he pursues and successfully completes are important.

Selection of Academic Pursuits: To develop criteria and adopt a process for the selection of academic pursuits which will develop in each learner (a) increased self-direction and independence, (b) purposeful direction in terms of learning skills, knowledge, and concepts to meet individual and societal needs, (c) increased openness to experience, and acceptance of others, (d) an increased positive view of self.

The secondary objectives related to the major goals of developing guidelines in cooperation with the Clarion State College Educational Development Center on Year-Round Education for use by the Center in working with local school systems of the State are:

1. To develop guidelines and suggested procedures for local schools to apply the Pennsylvania Department of Education "General Curriculum Regulations" (adopted March, 1969) in a systematic effort (a) to increase flexibility in the curriculum, (b) to increase flexibility in the time structure of school, (c) to personalize and individualize instruction.

2. To develop guidelines and procedures for local schools to apply the recommendations contained in the National Seminar on Year-Round Education "Statement on Year-Round Education" in the study and development of year-round educational programs.

The secondary objectives related to the major goals of assisting in the establishment and operation of a flexible all-year school (K-12) to be operated at Clarion State College in conjunction with the Clarion Area Schools are:

1. To plan and put into operation a flexible all-year school program based on the "Imperatives for Education" report of the Task Force on Education, Pennsylvania Council on Human Services Committee on Children and Youth.

2. To design and put into effect a cooperative plan of operation of the flexible all-year school with the basic operation being conducted at the College facility and supplementary programs provided by Clarion and other cooperating local school systems.

3. To integrate into the local schools those aspects of the flexible school program which are deemed to be educationally, economically and sociologically feasible at this time.

4. To establish a process by which the local schools will integrate into their programs other aspects of the flexible school programs as they become educationally, economically, and sociologically feasible.*

*Quoted from project application.

CHAPTER II

CONSULTANTS IN THE INSERVICE PROGRAM

A four-day inservice training program was conducted August 30 to September 2, 1971, from 9:00 a.m. to 4:00 p.m. for seven teachers selected to serve in the pilot program together with supporting staff, administrative staff, and selected personnel of the College.

The inservice training program focused on individualizing the reading program with the idea of shifting from a textbook-centered to an individualized program as quickly in the school year as possible. Whenever a child's participation in reading activities is determined by his needs or interests, the program for him becomes individualized. Reading programs that permit a high degree of individualization are characterized by the following:

a. pupil selection of reading material

b. availability of wide varieties of reading material

c. individual pupil-teacher conferences about reading

d. skills and interest grouping for specific purposes

e. considerable sharing of children's reading and writing

f. writing, speaking and listening as closely related activities with reading

Dr. Lyman Hunt, Director of the Reading Center, University of Vermont, planned and conducted the inservice program. During the first two days he involved the teachers in discussion about various techniques of individualizing reading, the programs now in operation at State College, Akron, Syracuse, and Burlington, and how to initiate an individualized program. He also helped the teachers plan visitations (to be held during the year) to State College,

Syracuse and Akron. Chris Mare, State College Reading Director, was another consultant who participated in the first two days of the workshop.

Dr. Robert Newman, Director of the AACTE Individualized Instruction Project at Syracuse, was the discussion leader the last two of the four days. In his presentation, he utilized films, slides, blackboard illustrations, live demonstrations and individual conferences with teachers to illustrate how to individualize reading. He also provided three classroom teachers who are involved in the individualized training program at Syracuse to work with the teachers as they considered the "nitty gritty" of the program such as: the reading period, the teacher-pupil conference, record keeping, grouping for specific purposes, materials, room environment, relating reading to writing, speaking and listening.

The teachers in the pilot program were encouraged to begin individualizing instruction in their classrooms as quickly as possible, but no pressure was exerted to force them into such a program until they felt confident they were "ready." The inservice program for the balance of the year will be individualized. Arrangements were made during the initial inservice program for visiting classrooms in the previously-mentioned schools and for the teachers they visit to return to Clarion to help teachers with specific questions or problems they may have. Arrangements were made with the consultants used in the inservice program and the teachers visited to serve as "consultants by phone." The teachers in the Clarion project may, as they individually deem appropriate, call any of the "consultants by phone" to discuss a specific issue, problem or idea. It was anticipated that each of the pilot classrooms (one per grade level) will have a high degree of individualization in reading early in the school year.

CHAPTER III

INSERVICE EVALUATION COLLECTION OF DATA

A major portion of the formalized inservice component of the Title III program was a four-day preschool workshop. The effectiveness of this workshop is the subject of this report. Questionnaire forms developed for use in evaluating Title I, Title III, and Research-Learning Center inservice programs were reviewed as well as the Center's collection of questionnaire forms. After careful analysis of these forms, appropriate features were combined into a questionnaire designed to assess the effect of the Clarion Area Title III inservice workshop. (See Appendix B - Inservice Evaluation Questionnaire.)

The questionnaire was designed to cover the consultants' presentations in terms of type, content and effectiveness. An objective rating of the inservice workshop and other factors which might have influenced the workshop were also included. Other items were designed to elicit from teachers the impact the workshop had on their methods, materials and time for individualizing instruction. Several open-ended response questions were also included. These items focused on teacher input for planning future workshops. A final section asked teachers to write their instructional objectives from last year or for the present year. This question was included to determine two things: (1) how have teacher objectives changed, and (2) can teachers write instructional objectives.

After review by professionals experienced in evaluation and questionnaire design the preliminary questionnaire was modified to include several of their suggestions. The final copy was then reviewed with the Title III project director, elementary principal and superintendent of Clarion Area School District. After discussion with the project director, it was agreed that

the teacher responses should be anonymous. The questionnaires were distributed to prospective respondents by the project director. To insure confidentiality, envelopes accompanied each questionnaire. The sealed envelopes were then collected by the project director and delivered unopened to the writer. A brief interview with non-teaching personnel was conducted. The interview questions were designed to reflect observers' opinions about the effectiveness of the workshop. (See Appendix C - Interview Guide.)

CHAPTER IV

ANALYSIS OF DATA

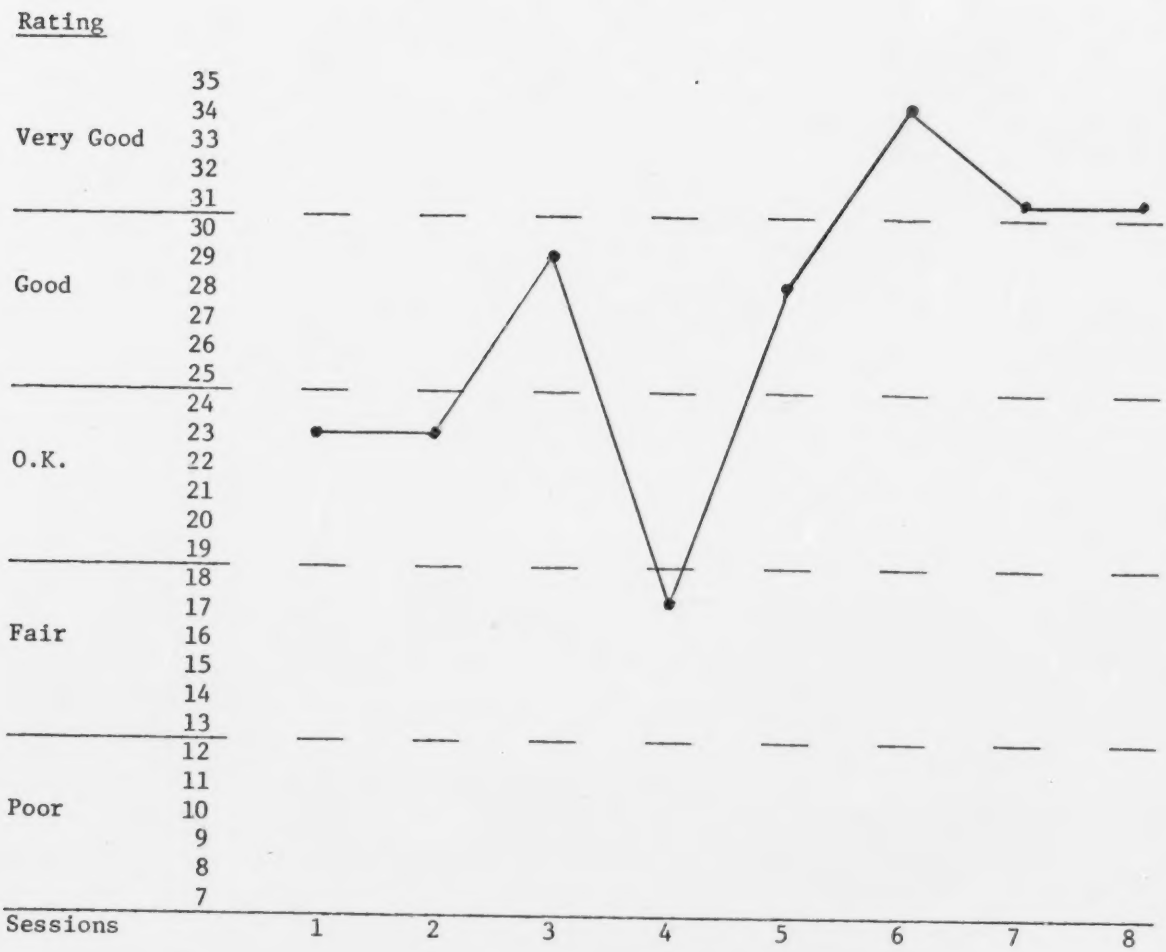
TABLE I

TEACHER OPINION RESPONSES

	Greatly or Considerably	Some	Little or Very Little
1. Are you now motivated to spend more time in class preparation?	100%	0%	0%
2. Have you re-evaluated your teaching goals?	71%	29%	0%
3. Are you providing for individual differences?	86%	14%	0%
4. Have you gained knowledge of special instructional techniques?	57%	29%	14%
5. Are you varying your instructional patterns?	43%	43%	14%
6. Do you use children's interests to build involvement in your program?	14%	86%	0%
7. Do you have knowledge of additional materials to use?	29%	29%	42%
8. Are you designing skills instruction to fit the needs of your pupils?	29%	29%	42%
9. Do you have a better understanding of evaluating individual progress?	14%	43%	43%

TABLE II

TEACHER REACTION TO SESSIONS



Each session lasted approximately three hours and included a coffee break. The first four sessions were devoted to a discussion about various techniques of individualizing reading. These sessions were philosophical and abstract in nature. Session five was a brief overview of what would occur during the next two days of the workshop. A brief discussion about techniques for teaching reading also ensued. In session six, Clarion teachers were able to meet in small discussion groups with the teacher consultants who have had experience in individualizing instruction. A "live" demonstration and various media presentations concerning reading was presented in session seven and the last session was a wrap up session.

TABLE III

OTHER CONDITIONS OF THE WORKSHOP

	Very Good or Good	O.K.	Fair or Poor
1. Small group discussions were:	100%	0%	0%
2. Coffee breaks and discussions were:	100%	0%	0%
3. Materials brought by Dr. Newman and his staff were:	100%	0%	0%
4. Time provided for me to ask questions was:	100%	0%	0%
5. Time schedule of the workshop was:	29%	57%	14%

Inservice Open-Ended Responses

Two teachers recommended that the workshop should have been held earlier in the summer. This would have enabled teachers to prepare and order materials, do additional reading, and prepare for classes. Two teachers were of the opinion that the workshop sessions lasted too long and recommended in the future that they stop at 3:00 p.m. rather than 4:00 p.m.

Five teachers believe that future workshops should focus on reporting pupil progress and record keeping. Other items mentioned less frequently centered on the areas of: (1) selection of library books to fit pupil's ability level, (2) additional material to preview, and (3) consultants who are individualizing instruction in their classrooms. Several individuals were suggested as possible resource people for follow-up inservice activities. No individual was listed more than once.

Interview Guide Responses

The administrators and project director agree that the workshop was successful and according to their observations, teachers are individualizing instruction in the reading program. In their opinion, one of the next workshops should focus on a means of assessing and recording pupil progress. The opportunity for the Clarion teachers to meet with the teacher consultants was the best feature of the workshop.

Summary and Conclusions

Up to this point, the writer has presented the data in this report as objectively as possible. The following comments are solely those of the writer and in no way reflect the thinking of the Educational Development Center, Research-Learning Center, Clarion State College, or the Pennsylvania Department of Education.

From all indications, the workshop was quite successful. The teachers in rating this workshop with other inservice activities, unanimously agreed that this was the best they have attended. The initial four-day inservice program was conducted immediately preceding the beginning of school. Teachers would have preferred more lead time, but this could not be arranged due to the funding date. Reporting pupil progress and keeping records of pupils is a priority concern of the teachers, and they recommended that these topics be given first consideration in follow-up inservice activities. Several individuals were suggested as possible resource people for follow-up inservice activities, but no individual was listed more than once. The implication of this response, together with the suggestions for specific types of inservice activities and the high rating of teacher consultants who are directly involved in using such processes, is that teachers want practical "how to do it" activities dealing with their specific needs. The sessions proceeded from generalizations to specifics about reading. The teachers' reactions to the sessions indicated a rise in interest in individualizing reading instruction in the concluding sessions. The generalization sessions may have been extended too long before moving into specifics.

APPENDIX A

LETTER TO PARENTS

CLARION AREA SCHOOL DISTRICT
800 Boundary Street -- Clarion, Pa. 16214
Charles J. Moore, Elementary Principal
Phone 814-226-8118

August 5, 1971

Dear Parents:

The State Board of Education has revised the State Curriculum Regulations to provide greater flexibility in the school curriculum and to make it more relevant to the real needs of students. The Research-Learning Center at Clarion State College has been designated by the State Department of Education to work with schools throughout the State to help implement these new programs.

Clarion Area School District has been selected to work closely with the Research-Learning Center and has been awarded a federal grant (under the Elementary and Secondary Education Act, Title III) to conduct a pilot program based on the new curriculum regulations.

As an initial part of this program we plan to select one classroom of students at each elementary grade level to participate in this pilot program. These selected students will take part in a more flexible and personalized program. The basic course of study will be the same as for other students, but the learning experiences will include a greater amount of individualized and small group instruction, field trips, resource people and parent involvement.

We recognize that we will not be able to fill all requests by parents for their children to be in this program. Each of these classrooms will be selected so as to represent a "cross-section" of the student body, as the request forms are returned to us. If you wish your child (or children) to participate in this pilot program please complete the enclosed form and return it to the Clarion Elementary School by Friday, August 13, 1971. You may return it personally or by mail.

We believe we are fortunate in receiving this grant and expect it to help improve the educational programs for all our students in the long run.

Sincerely yours,

Charles J. Moore
Elementary Principal

CJM:sib

REQUEST TO PARTICIPATE

in the

"FLEXIBLE SCHOOL" PROJECT

Mr. Charles J. Moore
Elementary Principal
Clarion Area Elementary School
800 Boundary Street
Clarion, Pennsylvania 16214

This is to request that my child or children be included in the "pilot" program to develop greater flexibility in the school curriculum. It is my understanding that this program will be provided at no additional expenses to the parents and that the activities will be in conformity with the Pennsylvania Board of Education Curriculum Regulations.

_____ Grade_____

_____ Grade_____

_____ Grade_____

_____ Grade_____

_____ Grade_____

Sincerely yours,

_____
(Signature of Parents)

APPENDIX B

INSERVICE EVALUATION QUESTIONNAIRE

Please check (✓) one: _____Teacher
_____Administrator
_____Other

CLARION AREA SCHOOL DISTRICT

TITLE III INSERVICE EVALUATION

Since the Title III program began, you have had a variety of experiences, some planned and some unplanned. An evaluation of these experiences will be helpful to the project administration staff in making plans for future inservice programs. Your response to these questions will be confidential.

Following are some questions for your reaction. Please ( ) the response which expresses your opinion.

1. The Monday morning introductory session with Dr. Hunt and Chris Mare was:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
2. The Monday afternoon session with Dr. Hunt and Chris Mare was:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
3. The Tuesday sessions with Dr. Hunt were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
4. The Tuesday sessions with Chris Mare were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
5. The Wednesday sessions with Dr. Newman were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
6. The Wednesday sessions with Dr. Newman's staff (teachers) were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
7. The Thursday session with Dr. Newman was:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
8. My individual session with Dr. Newman was:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____

OTHER FACTORS THAT INFLUENCED THE INSERVICE PROGRAM

1. Small group discussions were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
2. Coffee breaks and discussions were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____
3. The materials brought by Dr. Newman and his staff were:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____

4. The time provided for me to ask questions was:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____

5. The time schedule of the inservice program was:
   Very Good_____ Good_____ O.K._____ Fair_____ Poor_____

CONSULTANTS

Following is a list of inservice consultants. Please rate their presentations by circling your response.

1.	Dr. Lyman Hunt	Very Good	Good	O.K.	Fair	Poor
2.	Mr. Chris Mare	Very Good	Good	O.K.	Fair	Poor
3.	Dr. Robert Newman	Very Good	Good	O.K.	Fair	Poor
4.	Dr. Newman's staff (teachers)	Very Good	Good	O.K.	Fair	Poor

Rate the entire inservice workshop as compared to other inservice activities you have attended by circling the most appropriate descriptor.

Very Good_____ Good_____ O.K._____ Fair_____ Poor_____

Please express your opinion to the following question by placing a check mark in the appropriate column.

INSERVICE PARTICIPANTS OPINION SHEET

	Very Little	Little	Some	Considerably	Greatly
1. How much has the inservice workshop contributed to your understanding of ways of varying your instructional patterns?	___	___	___	___	___
2. How much has the workshop contributed to your knowledge of additional materials for use in your programs?	___	___	___	___	___

	Very Little	Little	Some	Considerably	Greatly
3. How much has the workshop contributed to your awareness of ways of providing for individual differences?	____	____	____	____	____
4. To what extent has the workshop stimulated a re-evaluation of your teaching goals?	____	____	____	____	____
5. To what extent has the workshop contributed to your knowledge of how to design skills instruction for actual needs of your students?	____	____	____	____	____
6. How much have you gained in your knowledge of special instructional techniques which can be utilized in your program?	____	____	____	____	____
7. How much has the workshop increased your knowledge of ways to utilize children's existing interests to build involvement in your program?	____	____	____	____	____
8. To what extent has the workshop contributed to your understanding of means of evaluating individual progress within your program?	____	____	____	____	____
9. To what extent has the inservice workshop motivated you to spend more time in preparing for your classes?	____	____	____	____	____

INSERVICE OPEN-ENDED RESPONSES

General Estimate of the Inservice Workshops

Please be frank in giving a statement of your feelings about the inservice workshop as its meeting your needs, its shortcomings, its failures, and its strengths.

Plans

If we plan additional inservice workshops this year, what would be your suggestions as to what should be included?

Recommendations

What other consultant would you recommend for another inservice workshop?

Regarding reading instruction, please submit your written instructional objectives (1) from last year if possible, (2) for the present year (if you present last year's stated objectives, only those which have been added or modified need to be included). Please use the back of this sheet if necessary.

APPENDIX C

INTERVIEW GUIDE

INTERVIEW GUIDE

1. Position: Administrator____ Other____

2. In your opinion was the workshop successful?
   Yes____ Uncertain____ No____

3. Based on your observations, are teachers involved in the current program individualizing reading instruction in their classrooms?
   Yes____ Uncertain____ No____

4. What was the best feature of the workshop?

5. In your opinion, what was not covered in the workshop that could be considered a priority item for planning future inservice activities?